

Technology and Transformation: Redefining Higher Education for Generations Z and Alpha

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Abstract : This paper examines the transformative impact of technology in higher education, particularly in the context of the post-pandemic era, focusing on the learning needs of Digital Natives (Generation Z and Generation Alpha who grew up in the digital age). The study explores how the Covid-19 pandemic accelerated the transition to online and blended learning, highlighting the challenges and opportunities this shift presented. It delves into various technological tools such as learning management systems, collaboration technologies, video platforms, game-based learning and gamification, digital libraries, and artificial intelligence, and their role in enhancing educational delivery and student engagement. The paper also addresses the need to support faculty, predominantly comprised of Digital Immigrants (people who grew up before the digital age) to integrate these technologies effectively into their teaching practices. The findings reveal that while technology has significantly improved the flexibility and accessibility of education, it also requires educators to adapt to the changing needs of Digital Natives and the evolving educational landscape. Moreover, the paper underscores the importance of safeguarding the mental health and well-being of both faculty and students, acknowledging the stress and anxiety brought about by the rapid shift in teaching and learning modalities. The study concludes with recommendations for educational institutions to create a balanced, inclusive, and supportive learning environment. This involves continuous faculty development, prioritizing mental health, and leveraging technology to bridge generational divides, thus paving the way for a resilient and innovative future in higher education.

Keywords : generation alpha, generation z, teaching strategies, technology

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